

Name: _____ School Assigned: _____ Supervisor: _____



Montana Title I Statewide System of Support

Coach Performance Profile

Montana Office of Public Instruction

*Modified from Washington Office of Superintendent of Public Instruction (OSPI) and Northwest Regional Educational Laboratory (NWREL)

Background:

Montana's Title I Statewide System of Support (SSOS) Coaches are highly qualified educators, experienced in school reform, who facilitate an on site School Improvement Process (SIP) to close achievement gaps among groups of students and between students and standards. The process is based on the Montana Office of Public Instruction's (OPI's) Nine Correlates of Effective Schools. Coaches are accountable to follow the Montana OPI's process for School and District Improvement, and facilitate development of school goals, action plans and school improvement plans during their three years in the program. Coaches are responsible to facilitate implementing, monitoring and adjusting action plans with intent to build capacity. Coaches are also responsible to facilitate the process for the implementation, monitoring and adjustment of the action plans with intent to sustain and support school improvement.

The SSOS Coach Performance Profile:

Because of the significance, complexity and uniqueness of the role of the School Coach, there has been a need to more clearly define what is expected of the Coach to provide feedback and opportunities to reflect upon their work and to support their efforts with focused professional development. The School Coach Profile has been created in response to this need. The Profile is based upon four years of experience and input from the Washington Office of Superintendent of Public Instruction, School Improvement Facilitators and supported in research on school reform in the State of Washington. It is designed to be used as a tool for discussions with the principal, staff and school district leadership on the Coach's role, and as a way to support formative and summative assessments of the Coach's work. It will be used to encourage dialogue between and among Coaches and will serve to help define the professional development needs of the School Improvement Process.

Adapted from - Self-Assessment Tool for School and District Facilitators. Co-developed by WA OSPI and NWREL.03-23-06

Self-Assessment Tool for School and District Coaches

The following chart identifies research-based descriptors of specific roles and responsibilities of School Coaches:

Research Based Concepts	Identifiers <i>Dispositions, Skills, Knowledge</i>	Pre Self-Assessment E =Emerging P =Proficient	Reflections <i>If you are emerging in this area, what would help you feel proficient? If you are proficient, what experiences will you tap into, maintain, and build on this disposition, skill, or knowledge?</i>	Post Self-Assessment E= Emerging P = Proficient	Montana OPI Assessment E= Emerging P= Proficient
1. Field Agent/ External Agent (Corbett, 1980; Louis, 1981) Specific Facilitator Descriptors Expert in School Improvement Process and Montana's reform initiatives, learning goals, state standards and assessments.	Commitment and personal mission to support all students to achieve at high levels.				
	Knowledge of and ability to implement school improvement and implement change process in schools				
	Knowledge of School Improvement Process (SIP) and ability to clearly explain all aspects to school staff				
	Knowledge of CRT, and AYP determinations and ability to clearly explain all aspects to school staff				
	Knowledge of SSOS integration with other resources (CSPD, MFT, MSBA, etc.)				

Adapted from - Self-Assessment Tool for School and District Facilitators. Co-developed by WA OSPI and NWREL.03-23-06

2

Research Based Concepts	Identifiers <i>Dispositions, Skills, Knowledge</i>	Pre Self-Assessment E=Emerging P=Proficient	Reflections <i>If you are emerging in this area, what would help you feel proficient? If you are proficient, what experiences will you tap into, maintain, and build on this disposition, skill, or knowledge?</i>	Post Self-Assessment E= Emerging P = Proficient	Montana OPI Assessment E= Emerging P= Proficient
2. Catalyst for change/assister, Change Agent (Loucks-Horsely and Mundry, 1991; Havelock & Zlotolow, 1995) Specific Facilitator Descriptors Catalyst for change that uses multiple strategies to guide schools in their School Improvement Process and links schools to resources.	Exhibits optimism and hope in the face of challenges; positive attitude toward change				
	Willingness to understand deeper issues in a school, ability to facilitate positive movement and conflict resolution				
	Understands collaborative group processes such as norms for effective meetings, and methods to reach consensus				
	Comfortable using disaggregated data to inform decision-making, goal-setting and action planning				
	Knowledge of resources and experts that would support SIP efforts				

Research Based Concepts	Identifiers <i>Dispositions, Skills, Knowledge</i>	Pre Self-Assessment E =Emerging P =Proficient	Reflections <i>If you are emerging in this area, what would help you feel proficient? If you are proficient, what experiences will you tap into, maintain, and build on this disposition, skill, or knowledge?</i>	Post Self-Assessment E= Emerging P = Proficient	Montana OPI Assessment E= Emerging P= Proficient
3. Informed participant and advocate; facilitates growth of all stakeholders (Goodman, 1994, Aldersebase, Potter and Hamilton, 2002) Specific Facilitator Descriptors Knowledgeable outsider who is an active participant in the school's improvement processes; supports and promotes all stakeholders and does not assume the roles and responsibilities of the principal or any district employee	Values worth and dignity of each individual; respectful of divergent views				
	Advocates for the academic achievement needs of all students through multiple methods				
	Facilitates a supportive, collaborative relationship between school and district				
	Able to balance the expectations and responsibilities of being an outsider with insider access				
	Is attuned to the need for inclusive processes; can determine when back-tracking is necessary				
	Uses strategies to assess and address issues of trust, culture, and climate in schools				
	Mindful of and advocates for the varied needs of all stakeholders				

Research Based Concepts	Identifiers <i>Dispositions, Skills, Knowledge</i>	Pre Self-Assessment E = Emerging P = Proficient	Reflections <i>If you are emerging in this area, what would help you feel proficient?</i> <i>If you are proficient, what experiences will you tap into, maintain, and build on this disposition, skill, or knowledge?</i>	Post Self-Assessment E= Emerging P = Proficient	Montana OPI Assessment E= Emerging P= Proficient
4. Coach and Informed Guide, Facilitator, Coach and Mentor (Tung & Feldman, 2001; Rugan & Jones, 2002; Rust and Freidus, 2001) Specific Coach Descriptors Coach/guide, who demonstrates, models, provides supportive feedback, works closely with stakeholders, and adapts improvement process to the diverse needs of the local school context.	Maintains integrity by following through on commitments—is there when expected, brings resources as promised				
	Has a sense of humor, is flexible, maintains a compassionate attitude toward the readiness of all stakeholders				
	Can help school staff organize activities; helps staff stay aware of and moving towards timelines and goals				
	Mentors/coaches others by modeling and providing supportive feedback				
	Supports individuals and leadership teams to build capacity to sustain school improvement work				
	Maintains a realistic perspective, finds common ground between SIP and local school context				

Coach Performance Profile

Employee's name	
Evaluator's name	
Professional Growth Plan Established	YES <input style="width: 30px; height: 20px;" type="checkbox"/> NO <input style="width: 30px; height: 20px;" type="checkbox"/>
Information from schools was shared with me	YES <input style="width: 30px; height: 20px;" type="checkbox"/> NO <input style="width: 30px; height: 20px;" type="checkbox"/>
Additional Comments by Specialist	
Additional Comments by Employee	

Signatures: Please sign where indicated. Also, please note that an employee's signature does NOT indicate agreement with the evaluation, but confirms that the employee and specialist have met and discussed the evaluation.

Employee Signature _____ Date _____

Title I School Support Specialist Signature _____ Date _____

Title I Administrator Signature _____ Date _____